

Summer Institute on Teaching Mathematics and Science in English  
Cyprus, June 2006  
Dorit Kaufman  
Stony Brook University  
Stony Brook, NY 11794-4376

**Learning Strategies for Integrated Instruction**  
**Cognitive Academic Language Learning Approach (CALLA)**  
**Chamot & O'Malley (2005) In Snow (2005) *Academic Success***

**Metacognitive Strategies**

**Advance Organization**

Previewing for main ideas & organizational principles

**Organizational Planning**

Planning parts, sequences, main concepts & language functions

**Selective Attention**

Focus on key words & linguistic markers

**Self Monitoring**

Checking one's comprehension & progress during activity

**Self Evaluation**

Judging one's performance & progress after activity

**Cognitive Strategies**

**Resourcing**

Use resource and reference materials

**Grouping**

Classification (words/concepts) by attributes

**Note Taking** Abbreviated / graphic / numerical representation

**Summarizing** Make a mental summary of information Deduction/Induction Apply rules/ make rules through analysis

**Imagery** Use visual images for understanding & remembering

**Auditory** Representation Play back language sequences

**Elaboration** Relate content / language to prior knowledge & associations

**Transfer** Use prior linguistic/conceptual knowledge for understanding

**Inferencing** Use text to predict outcomes / complete missing parts

**Social Affective Strategies**

**Questioning for Clarification**

Elicit from a teacher / peer additional explanation, rephrasing, examples, or verification

**Cooperation**

Work together with peers to solve a problem, gather information, check a learning task, model a language activity, or get feedback on oral or written performance

**Self talk**

Reduce anxiety by using mental techniques that make one feel competent to do the learning task